

APRIL
ISSUE

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The Spirit

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SYMPOSIUM ON ACADEMIC LIFE by Zarah Artinian

Have you ever reached the end of a semester and thought to yourself that you could have done better? If you answered "yes," you are not alone.

There is a problem at St. Joseph's College which is shared by other colleges. Some students are not fulfilling their academic potential. The reasons vary for each individual student.

In a survey on academic life conducted by Sr. Margaret Buckley, Associate Academic Dean, out of 220 continuing

students, 69 responded. response of a student who is satisfied the student was bored by the with his or her own class lacks motivation, feels he will not miss anything, or for either dissatisfied whatever other or very dissatisfied reasons the This is a minority individual student may have. Those who did not It is this problem respond may not and not the have because they absences, which suffer from apathy needs to be regarding personal dealt with. academic ability, If the primary as implied by Sr. problem can be Margaret at the resolved, then symposium regarding the problem of academic life last excessive absence month. Some mem- will be solved bers of the faculty as well. claim that consistent Students absences and habitual cutting are named such problems as boring classes, core student achievement. courses which the student has no interest in, no motivation, extracurricular over involvement. It could be the

laziness, the availability of the same information being found in the text book and peer pressure as reasons for excessive cutting. In regard to the regulation of attendance, the majority of students were against it. On academic life Sherry Hochman, a St. Joseph's student, made the point that some students don't realize the importance of what they are doing now that is taking classes which will be important to their future.

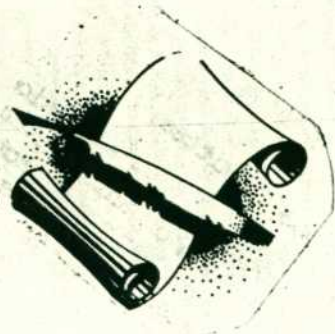
35 responded not at all, 16 yes for all, and 11 yes for Freshmen. The main reason that attendance is not regulated at St.

Joseph's is that the administration wishes to create an atmosphere conducive to promoting personal responsibility of the students. The views of the faculty members regarding ways of improving fulfillment of academic potential range from Dr. John Seekamp's suggestion that students become motivated by becoming interested in extracurricular activities to Eileen Capone's view that students should participate in active listening and thinking about what is being said in class instead of writing everything that comes out of the teacher's mouth.

Reasons given by students which contribute to not fulfilling their potential include cutting about courses lacking a challenge and some forms of outside stress. Reasons given by students as to why they find certain courses intellectually stimulating include the teacher's attitude, other students' motivation, intrinsic motivation, interesting reading material, challenging standards, and student to student interactions.

Suggestions made by students as to how academic potential can be greater attained include having more interesting subjects, teachers being more enthusiastic about the course and students' attitude changing so that they may become self-motivating. Reasons for the individual not attaining his or her fullest academic ability are spread across a wide spectrum and are as varying as there are students. There can be (Continued on pg. 3)

POETRY



CANON

Brendan D. Connelly

echo of a long forgotten
dream comes calling and
somewhere
in the shrouded distance there's
a canon softly playing
pachelbel

and visions of the silver
slits of sunshine
cuts through my eyes
suddenly blinded
captivated

my friend smiles
her promise once again and
falling gently
rose petal to her
birch lover

MOVIES NEW & OLD

by = Brian Rohan

When the lights
dim in a theater
and a hush falls
over the audience
and that wave of
anticipation in you
breaks as the screen
lights up you enter a
whole new world unlike
any other. It is a magical
world where you witness
an account of events.
You are at the movies.
If that magic has worked
you will leave the theater
feeling high and flighty,
depressed and sad, or
one of a hundred other
ways.



The above is a
scene familiar to all
of us as well as to our
parents and their parents
before them. Movies are
an art form that is
nearly one hundred
years old, and so much
change has taken place
in the world within
those years. Movies are
both a reflection of

(Over)

the changing times in which they are made as well as the cause of change. But all-in-all they are still a means of great entertainment as they too have changed over the years.

So much nostalgia has bloomed in light of old films.

To divide films into the categories of new and old one would place the severing point in the mid-1950's

When the first truly noticeable changes came about in films.

The changes can mostly be attributed to the advent of television, since few people would ever pay for something they could get virtually free in their own home.

In comparing today's cinema with the one of half a century ago, most critics regard older movies with an awe which can only be called myopia and they regard current ones with an adverse criticism which can also be referred to as myopia.

But what the critics and the public alike miss in their recent movies is the whole aura of enchantment of the movies made during the roaring twenties, the Depression and WWII. They miss the sense of innocence in that screen world which was quite unreal and glossy, yet charming and sweet. The movies were an escape from reality and that heart-warming picture of society was nice. Today, however, there is more of a sense of exaggerated realism on the screen as the movies are

shot on real location rather than the art-deco studio sets they were once filmed on. Sex and foul language are on the screen now, whereas half a century ago, films had to work their way around strict censorship boards.

It has often been said that there aren't any more stars as there used to be. In the past stars were exotic studio-manufactured Kings and Queens. Today, we still have stars, but they are much different, being able to walk down a crowded street hardly noticed.

This is because in recent years people have developed the belief that stars are just people too. Today, we can still leave a theater walking on air if the movie magic has worked.

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no single obvious solution to the problem of not fulfilling one's potential. Emphasis should be centered on the individual and the specific problems that he or she is struggling with. Of course, it is unrealistic to expect every professor to know beforehand the student's capabilities and to recognize a problem when the student is not living up to his or her potential. Therefore, the choice remains to the student to seek aid from the teacher, counselor, or administration or to make a complaint or take steps to try to correct and resolve a problem when one exists. In a college that has evaluations at the end of every semester, it is obvious that the administration

is concerned with students' opinions and feedback so as to make their college experience a worthwhile one. One of St. Joseph's College's main assets is its small size and emphasis on personal interaction among students, teachers and members of the administration. The members of the administration, particularly Sr. Margaret Buckley, are available and interested in students who wish to go for help or to express dissatisfaction, so that hopefully, a resolution can be attained. It is the responsibility of the student to bring dissatisfactions to the attention of the administration and the responsibility of the administration to respond appropriately.

ADMISSIONS AT ST. JOSEPH'S

by: James Argent

I'm sure many of you students have asked yourselves at least once, "How did I get into St. Joseph's?" I, for one, did just that, but I also went to John Radulski, Director of Admissions, to find out what the exact requirements are. As it turned out, there are no concrete requirements that must be met in order to attend St. Joe's. According to John, the student is viewed individually apart from other students. "We look for diversity, a heterogeneous mix of students," John told me. I'm sure that it does help if your academic

record is fairly losing credits.

impressive. However I'm sure many student involvement of you are wondering if the dropping is also taken into consideration of several majors at

As of late there St. Francis College has brought in an influx of new students many transfers. The answer appears to be one of academic! no. Out of the 17 transfers and transfers only 2 are Freshmen to be from St. Francis, which exact.) Most of has dropped majors the Freshmen in Chemistry French completed high school Health Sciences one term early Philosophy Religious and decided to Studies Social Studies get a quick and Spanish start on College.

I had the opportunity to speak to transfer students two transfers. Maria the school and Scolla a transfer from encouraged. As a Brooklyn College, said result, an increased she came to St. effort is being made Joseph's because to attract trans- of its small size. fers to the college. Frank Ges a ed. Roseanne Henry is a transfer from working closely with Long Island University, students at Kings - C. W. Post Campus borough in an said just about the articulate agree - some thing. Additionally ment such that he knows people students can who attend St. Joe's transfer to St. so he decided to give Joseph's without it a try.

What I'm trying to prove is not that most students don't know why they're here but that there can be any number of reasons why one would come to St. Joe's - it's small, in the neighborhood and it is less expensive than most schools. Obviously, good things do come in small packages.

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I would like to thank all those people who contributed to the April Issue of the Spirit.

Dawn Timonetti